

## Chapter 7

### Grade Four—California: A Changing State

#### Introduction

- Why did different groups of people decide to settle in California?
- What were their experiences like when they settled in California?
- How did the region become a state and how did the state grow?

The history of California is rich with ethnic, social, and cultural diversity, economic energy, geographic variety, and growing civic community. The study of California history in the fourth grade provides students with foundational opportunities to learn in depth about their state, including the people who live here, and how to become engaged and responsible citizens. California's history also provides students with the opportunity to develop important language and literacy skills, and to learn that history is an exciting, investigative discipline. As students participate in investigations about the past, they will learn to identify primary sources, understand them as a product of their time and perspective, and put them in a comparative context. Students will also learn to make claims (through writing and speaking) about sources and how to use textual evidence to support a claim.

The story of California begins in pre-Columbian times, in the cultures of the American Indians who lived here before the first Europeans arrived. The history of California then becomes the story of successive waves of immigrants from the

**Commented [MA1]:** In general the greatest challenges faced by the Grade Four curriculum framework focused upon the state of California are the following:

1. For Indigenous Peoples, colonization is not over. The entire framework limits the paradigm of analysis of colonization to the period of Spanish colonization failing to recognize the American colonization of sovereign Indigenous Peoples and the usurpation of the Mexican State period through the Mexican-American War as acts of colonization. Moreover, the on-going presence and continuity of the American nation-state is a ubiquitous example of the on-going colonization of the lands of sovereign indigenous peoples. Lastly, references to Indians, American Indians, California Indians and native peoples confuse the status, standing and sovereignty of Indigenous Peoples both historically and in actuality. Indigenous Peoples ought to be uniformly referred to as Indigenous Peoples in order to avoid the error of reducing the Indigenous Peoples to the status of a sub-group, ethnicity, minority or as individuals with no collective standing as a nation - regardless of demographic size or quantity.
2. Genocide is ignored and never addressed by name.
3. Indigenous Peoples are not addressed as sovereign peoples but as sub-populations and individuals with no recognized right to exist as nations.
4. Mexicans are not recognized as a continuous presence since the Mexican state period. Instead Mexicans are treated as "fifth" wave of immigrants. Additionally, indigenous Mexicans are not differentiated from immigrants of European/American origin. Similarly, American Indians forcibly relocated under federal termination policies are not mentioned at all.

I suggest the designers revisit:  
<http://zinnedproject.org/2015/03/california-missions-and-indians/>

**Commented [MA2]:** Indigenous Peoples did not choose to SETTLE, in fact origins are rooted in this land.

**Commented [MA3]:** As an investigative discipline, history ought to include a deconstruction of the myths of empire and its means and modes of production and resulting social-political relations invented by American manifest destiny history.

**Commented [MA4]:** How do the primary sources of Indigenous Peoples factor into this analysis? Are they on equal footing or are indigenous primary sources such as origin histories and petroglyphs subject to the newcomer's discretionary interpretation?

**Commented [MA5]:** Are the claims and assertions made by indigenous Peoples represented here? Are they invalidated de facto according to their source?

**Commented [MA6]:** To impose the colonization of California retroactively into time immemorial is an act of intellectual violence which asserts the geopolitical imposition of colonization across time and space.

sixteenth century through modern times and the enduring marks each left on the character of the state. Throughout their study of California history, students grapple with questions that seek to understand the impact of (im)migration to California, such as, **Why did different groups of immigrants decide to move to California? What were their experiences like when they settled? How were they treated when they arrived in California?** These immigrants include (1) the Spanish explorers, Indians from northern Mexico, Russians, and the Spanish-Mexican settlers of the Mission and Rancho period, known as “Californios,” who introduced European plants, agriculture, and a herding economy to the region; (2) the Americans who settled in California, established it as a state, and developed its mining, hide trade, industrial, and agricultural economy; (3) the Chinese, Japanese, Korean, Filipino, South Asians (predominantly Sikhs), and other immigrants of the second half of the nineteenth century and the early decades of the twentieth, who provided a new supply of labor for California’s railroads, agriculture, and industry and contributed as entrepreneurs and innovators, especially in agriculture; (4) the immigrants of the twentieth century, including new arrivals from Latin America and Europe; and (5) the many immigrants arriving today from Latin America, the nations of the Pacific Basin and Europe, and the continued migration of people from other parts of the United States. **Because of their early arrival in the New World, primarily because of the slave trade, people of African people of African descent have been present throughout much of California’s history,** contributing to the Spanish exploration of California, the Spanish-Mexican settlement of the region, and California’s

**Commented [MA7]:** If it is necessary to call out the role of African Americans in the state of California’s history due to their “early arrival” then certainly, the role of Mexicans, not as a fifth wave of successive waves of immigrants but as survivors of the Spanish invasion to the Americans and subsequently as the survivors of the American invasion of Mexico ought to be underscored and reviewed.

subsequent development throughout the nineteenth and twentieth centuries. To bring California's history, geography, diverse society, and economy to life for students and to promote respect and understanding, teachers emphasize its people in all their ethnic, racial, gender, and cultural diversity. Fourth-grade students learn about the daily lives, adventures, accomplishments, cultural traditions, and dynamic energy of the residents who formed the state and shaped its varied landscape. There can be multiple opportunities for students to learn what citizenship means by exploring the people and structures that define their state.

In grade four, emphasis is also placed on the regional geography of California. Students analyze how the different regions of the state have developed through the interaction of physical characteristics, cultural forces, and economic activity and how the landscape of California has provided different resources to different people at different times, from the earliest era to the present. Through an understanding of maps, geographic information, and quantitative analysis, students should come away from their California history course with an understanding of the important interactions between people and their environment.

Finally, students will be able to develop chronological thinking by creating and utilizing timelines that document events and developments that changed the course of California history such as pre-Columbian settlements, European settlement, the mission period, the Mexican-American War, the Bear Flag Republic, the Gold Rush, California's admission to statehood in 1850, and the

**Commented [MA8]:** Perhaps children also ought to learn what citizenship DOES NOT MEAN - must citizens participate in acts of colonization, genocide and war?

state's rapid growth in the twentieth century. Most importantly, as students delve into various topics and inquiries throughout the year, they should be encouraged to see the big picture and understand a broader historical context rather than simply understanding discrete events and people as isolated features of the past. Teachers can facilitate a broader contextual explanation of California's history by asking investigative and interpretive questions over the course of the year. These questions can include: **When did California grow?** a question that can be explained in demographic, geographic, and economic terms, for example. Students can also consider fundamental questions that help define and understand their home, such as, **Who lived in California? Who led California?** and **How did the state change when it became a state?**

#### Physical and Human Geographic Features that Define California

- How do climate and geography vary throughout the state? How do these features affect how people live?

By the fourth grade, students' geographic skills have advanced to the point where they can use maps to identify latitude and longitude, the poles and hemispheres, and plot locations using coordinates. Students locate California on the map and analyze its location on the western edge of North America, separated from the more densely settled parts of the American heartland by mountains and wide desert regions, and understand that California, like much of the West, is arid; fresh water is a scarce commodity. They learn to identify the mountain ranges, major coastal bays and natural harbors, and expansive river

**Commented [MA9]:** Time is conceived of as colonial-local, centered around the concerns of the colonizer

**Commented [MA10]:** This is an excellent opportunity to consider Indigenous ways of knowing and native science - how do Indigenous Peoples understand and reciprocate with the earth and natural environments?

valleys and delta regions that are a part of the setting that has attracted settlement for tens of thousands of years. During their study of California history, students will use maps, charts, and pictures to describe how California communities use the land and adapt to it in different ways. As they examine California's physical landscape, students should be encouraged to ask and answer questions about the role of geographic features in shaping settlement patterns, agricultural development, urbanization, and lifestyle in the state. For example, students can investigate the relationship between climate and geography and day to day human activity with questions like this: **How does the natural environment affect the type of house you build and how many neighbors you have?** or, **How does the environment affect the type and quantity of food you eat?**

The study of geography is a natural place to integrate technology into the classroom. Students may use Google Earth to zoom in to view regions and landmarks or might annotate a map of California with their ongoing notes about geographic features with an app such as ThingLink.

Teachers who wish to design Interdisciplinary or problem-based learning units may connect the study of geography to the *Next Generation Science Standards* through an essential question like: **How does climate, natural resources, and landforms affect how plants, animals, and people live?** As students study the major regions of California, they might also explore how rainfall helps to shape the land and affects the types of living things found in a region as part of this larger question.

114

115 **Pre-Columbian Settlements and People**

116 • What was life like for native Californians before other settlers arrived?

117 • How did the diverse geography and climate affect native people?

118 California has long been home to American Indian peoples; there is  
119 archaeological evidence of indigenous populations extending back to **at least**  
120 **9,000 years BC**. The area they inhabited was home to the widest range of  
121 environmental diversity in North America, from rainy Redwood forests in the  
122 north, arid deserts in the east, a cooler Mediterranean climate along the coast,  
123 prairie grassland in the Central Valley, and the “cold forest” climate of the Sierra  
124 mountain range.

125 **In 1768, approximately 300,000 Indians lived in California**. Like the natural  
126 environment, the native population was also remarkably diverse, in part because  
127 of the region’s challenging topography, which made it difficult for people to travel  
128 great distances and thus kept many groups isolated. For example, **at least 90**  
129 **different languages were spoken by California Indians**. Housing varied  
130 dramatically, and was usually reflective of the local environment, from sturdy  
131 redwood structures in the northwest, to homes constructed from bulrushes (tule)  
132 in the southern central valley or redwood bark and pine in the foothills. And while  
133 many tribes lived in small dispersed villages, there were examples of relatively  
134 high population density, such as settlements of up to 1,000 people living along  
135 the Santa Barbara Coast. To develop students’ understanding of how the  
136 geography and climate impacted the lives of the California Indians, a teacher

Commented [MA11]: References to time immemorial are lacking

Commented [MA12]: Is this an understatement - Terra Nullus supported here

Commented [MA13]: Could this framework include any indigenous names for this land?

137 might pose a question like: **Why did the houses of the California Indians vary**  
138 **so much?** The teacher might identify two regions such as the Northwest and the  
139 Southern California desert and ask students to examine a variety of maps  
140 including physical, rainfall, and natural resources and make inferences about the  
141 types of homes that might have been built in that area using the maps as  
142 evidence. The students can then continue their investigation by reading a variety  
143 of available sources to corroborate their interpretation.

144 Students learn about the social organization, beliefs, and economic activities  
145 of California Indians. Tribes were not unified politically; kinship was the most

146 important form of social organization, with many communities organized through  
147 patrilineal lineage. Social life for many California Indians centered on the

148 temescal, or sweathouse, where men gathered in the evenings for several hours  
149 often with ritual purposes before hunts or ceremonies. Shamanism, or the belief  
150 in spiritual healing, was nearly universal among California Indians, though their  
151 uses and specialties varied by region. In the north, for example, shamans were  
152 often women, whereas in other parts of the state they were usually men. Some  
153 shamans specialized as snake doctors who treated rattlesnake bites. Other

154 shamans were known as Bear Doctors, who dressed themselves in bearskins  
155 and claimed to literally transform themselves into a much feared and admired

156 grizzly who sniped at opposing groups. Studying California Native cultures

157 through art can be engaging and helpful for students, but teachers should be  
158 cautioned against role-playing, simulations, and drama as these sorts of activities  
159 can easily be perceived as insensitive.

Commented [MA14]: As if to de-emphasize the sovereignty of the existing forms of autochthonous social organization.

Commented [MA15]: Here one reference is given to one type of primary source among Indigenous Peoples yet it is referenced as a belief as opposed to a source of knowledge subject to intercultural understanding. The statement minimizes the strength of this practice of native science as it notes the bear "snipes" at opposing groups painting a comical picture of ignorance.

Most California Indians practiced hunting and gathering because the natural environment offered a rich abundance of food; few engaged in horticulture. However, the tribes did have an impact on the natural environment. Students study the extent to which early people of California depended on, adapted to, and modified the physical environment by controlled burning to remove underbrush, cultivation and replanting of gathered wild plants, the use of sea and river resources. In their **study of indigenous peoples, students can consider man's complex relationship with the natural environment**, by considering the questions that can be derived from California Environmental Principle I, such as **What natural resources are necessary to sustain human life?** Contemporary cities and densely settled areas frequently are located in the same areas as these early American Indian settlements, especially on the coasts where rivers meet the sea. In analyzing how geographic factors have influenced the location of settlements, then and now, students have an opportunity to observe how the past and the present may be linked by similar dynamics. (For additional resources, see EEI Curriculum Unit California Indian People and Management of Natural Resources 4.2.1).

#### **European Exploration and Colonial History**

- Why did Europeans come to California?
- How did European explorers change the region?
- How did the region's geography impact settlement?



In this unit students learn about the Spanish exploration of the New World and the colonization of New Spain. They review the motives for colonization, including rivalries with other imperial powers such as Britain and Russia, which brought Spanish soldiers and missionaries northward from Mexico City to Alta California. Timelines and maps that illustrate trends and turning points during these years can help students develop a sense of chronology and geography. Timelines can be especially helpful in highlighting significant gaps between the years of initial exploration and later permanent efforts at Spanish colonization. The stories of Junipero Serra, Juan Crespi, Juan Bautista de Anza, and Gaspar de Portolá are told as part of this narrative. Students learn about the presence of African and Filipino explorers and soldiers in the earliest Spanish expeditions by sea and land. The participation of Spaniards, Mexicans, Indians from northern Mexico, and Africans in the founding of the Alta California settlements are also noted. Students can use the stories of individual explorers and settlers to connect to broader historical questions and themes like, **Why did people come to California? What was the region like when they arrived? and How did they change it?** In mapping the routes and settlements of these diverse explorers, students observe that access to California was difficult because of the physical barriers of mountains, deserts, and ocean currents and also due to the closing of land routes by Indians defending their territories from foreigners.

#### **Missions, Ranchos, and the Mexican War for Independence**

- Why did Spain establish missions? And how did they gain control?

- How were people's lives affected by missions?
- How did the region change because of the mission system?

After studying both indigenous life in California and the motivations and practices of European explorers to the new world, students investigate what happens when two different cultures intersect: **What impact did this encounter have upon Native peoples, Spanish missionaries and military, the Spanish / Mexican settler population, and California's natural environment?**

To secure the northwestern frontier of New Spain, King Charles III began colonizing California in 1769. While soldiers arrived to defend the territory, Franciscan missionaries came to convert native peoples to Christianity. Initially, missions attracted many Indians who were impressed by the pageantry and material wealth of the Catholic Church. Over time, as Spanish livestock depleted traditional food sources and the presence of the Spanish disrupted Indian village life, many other Indians arrived at the missions seeking a reliable food supply.

Once Indians converted to Catholicism, missionaries and presidio soldiers conspired to forcibly keep the Indians in residence at the missions. In addition to their agricultural labor at the missions, Indians contracted with Presidio commanders to build presidio fortresses. Cattle ranches and civilian pueblos developed around missions, often built by forced Indian labor. Spanish culture, religion, and economic endeavors, combined with indigenous peoples and practices, all converged to shape the developing society and environment during Spanish-era California.

**Commented [MA16]:** This preposterous statement of fact is so insulting in that it reproduces colonizer narratives of the complicity of Indigenous Peoples in their own colonization -AS FACT.

**Commented [MA17]:** This is given as a foregone and universal conclusion - not even a subject of inquiry or a profound statement of the impacts of genocide and colonization.

227 With so few colonists, Spanish authorities believed they could transform  
228 Indian peoples into loyal Spanish subjects by converting them to Christianity,  
229 introducing them to Spanish culture and language, and intermarriage. The  
230 introduction of Christianity affected native peoples, many of whom combined  
231 Catholicism with their own belief systems. Vastly outnumbered by native peoples,  
232 missionaries relied on some Indian leaders to help manage the economic,  
233 religious, and social activities of the missions. Colonists introduced European  
234 plants, agriculture, and a pastoral economy based mainly on cattle. (This unit of  
235 study may allow for the teaching of the Environmental Principles and Concepts  
236 (see Appendix F)). Under the guidance of Fray Junipero Serra 54,000 Indians  
237 became baptized at the missions where they spent anywhere from two to fifty  
238 weeks each year laboring to sustain the missions.

239 The historical record of this era remains incomplete due to the limited  
240 documentation of Native testimony, but it is clear that while missionaries brought  
241 agriculture, the Spanish language and culture, and Christianity to the native  
242 population, American Indians suffered in many California missions. The death  
243 rate was extremely high; during the mission period the Indian population  
244 plummeted from 72,000 to 18,000. This high death rate was due primarily to the  
245 introduction of diseases for which the native population did not have immunity, as  
246 well as the hardships of forced labor and separation from traditional ways of life.  
247 Moreover, the imposition of forced labor and highly structured living  
248 arrangements degraded individuals, constrained families, circumscribed native  
249 culture, and negatively impacted scores of communities. Nonetheless, within

**Commented [MA18]:** Why would the State of California feel compelled to minimize the negative impact of colonization? Or assert the historical fact of genocide at the hands of the missionaries? Why would all of the sources of historical contemporary analysis of this period of colonization by both natives and non-native scholars be dismissed?

**Commented [MA19]:** Based upon the dismally low estimate of statewide Indigenous population of 300,000 prior to missionization this estimate of genocide is preposterously low.

mission communities, Indian peoples reconstituted their lives using Catholic forms of kinship—the *compadrazgo* (god parentage)—to reinforce their indigenous kinship relations. Owing to missionaries' dependence on Indian leaders (*alcaldes*) to manage mission affairs, elders who exerted political authority in their Indian villages often assumed positions of leadership in the missions. Mission orchestras and choirs provided yet one more avenue for Indian men to gain positions of importance in the missions. Some mission Indians sought to escape the system by fleeing from the padres, while a few Indians openly revolted and killed missionaries. Sensitizing students to the various ways in which Indians exhibited agency within the mission system provides them with a more comprehensive view of the era. It also allows students to better understand change and continuity over time, as well as cause and effect. For example, students can frame their understandings of the mission system by considering,

**How did the lives of California Indians change during the Mission Period?**

**How did they stay the same?**

California's missions, presidios, haciendas, and pueblos should be taught as an investigation into the many groups of people that were affected by them. Sensitivity and careful planning are needed to bring the history of this period to life. A mission lesson should emphasize the daily lives of the native population, the Spanish military, the Spanish/Mexican settler population, and the missionaries. The teacher might begin the lesson by asking students: **How were peoples' lives affected by missions?** The teacher may wish to focus on a specific mission if it is nearby and can provide resources, or he/she can focus

broadly on the impact of them throughout the region. Once students have learned that they will investigate the multiple perspectives of people who lived during the mission period, the teacher presents carefully-selected primary and secondary sources, as well informational texts written for children that provide information and context about each of the groups of people. Teachers can use literature, journals, letters, and additional primary sources that can be drawn from the local community to provide information about the mission. These sources can be challenging for all reading levels, so it is important for teachers to excerpt and support students when reading dense primary-source texts by providing them with vocabulary support, and making the sources accessible to all learners with literacy strategies.

In selecting sources and directing students' investigations, attention should focus on the daily experience of missions rather than the building structures themselves. Building missions from sugar cubes or popsicle sticks does not help

students understand the period and is offensive to many. Instead, students should have access to multiple sources that identify and help children understand the lives of different groups of people who lived in and around missions, so that students can place them in a comparative context. Missions were sites of conflict, conquest, and forced labor. Students should consider cultural differences, such as gender roles and religious beliefs, in order to better understand the dynamics of Native and Spanish interaction. Students should analyze the impact of European diseases upon the indigenous population. And as much as possible, students should be encouraged to view sources that represent how missionaries

**Commented [MA20]:** This is an important departure from the lessons of California history in the past, however, this ought to be developed at the forefront not simply as a transitional point into which the history of the invasion of Mexico by the United States is woven.

viewed missions and how natives lived there, and the role of the Spanish/Mexican settler population in facilitating the system. In addition to examining the missions' impact on individuals, students should consider its impact on the natural environment. The arrival of the Spanish, along with their imported flora and fauna, catalyzed a change in the region's ecosystem as well as its economy. What had once been a landscape shaped by hunter-gatherer societies became an area devoted to agriculture and the distribution of goods throughout the Spanish empire. Students can analyze data about crop production and livestock in order to better understand how people used the land and intensified the use of its natural resources. (See EEI Curriculum Unit, Cultivating California 4.2.6.)

The Mexican War for Independence (1810-1821) ultimately resulted in the end of Spanish rule, and with it, the mission system in California. Criticism of the mission system led to a campaign to secularize the missions as early as the late 1700s, when the region was still under Spanish rule. Secularization was never formally instituted, however, until the new Mexican Republic, established in 1823, began to liquidate and redistribute mission lands through land grants to Californios in 1834. Native Californians were supposed to receive half of the mission land, but many did not receive the land they were promised.

After independence, Mexico opened California to international commerce. This development attracted merchants, traders, and sailors arrived from the United States and England. During this era, California's population grew in size and diversity. The Spanish government established only about 20 land grants.

During the era of Mexican rule, however, the government distributed about 500 land grants to individuals. A number of European and American immigrants also acquired land grants from the Mexican government during, including John A. Sutter.

### **The Gold Rush and Statehood**

- How did the discovery of gold change California?
- How did California become part of the United States?
- Why did people come to California?

With awareness of the physical barriers of the California landscape, students survey the travels of Jedediah Smith, James Beckwourth, John C. Fremont, Christopher “Kit” Carson, and early pioneer families such as the Bidwell and Donner parties. Students learn about the hardships of the overland journey. They might identify many of the push and pull factors that motivated people in the United States and in other parts of the world to endure the challenges of migrating and decide to move to California.

As more American immigrants began to arrive in California in the 1840s, Mexico was struggling with a brewing border dispute along the Rio Grande River in Texas. At the same time, United States President James K. Polk desired the rich fertile lands of California for the United States. Word of the Mexican–American War being declared in 1846 was slow in reaching California. By then, the troubles between American settlers and Mexicans had begun in earnest. A band of rowdy Americans revolted in June 1846 and took over the city of

**Commented [MA21]:** While Indigenous Peoples have remained anonymous for their over 10,000 year history as per the framework's chronology, careful guidance is given to teachers to ensure European settlers are not anonymous.

**Commented [MA22]:** How do the actions of these Americans advance the right of conquest through terrorism and terrorist acts?

342 Sonoma. They raised the Bear Flag for the first time in California. Acting on  
343 information that the English and Russians were planning to move in, the  
344 American Commodore John Drake Sloat anchored in Monterey, the capital of  
345 Alta California, and raised the American flag. Sloat and his crew met no  
346 resistance from those living in Monterey. Approximately one-third of the northern  
347 half of Mexico, including California, became part of the United States after the  
348 United States defeated Mexico in the Mexican–American War of 1846-1848.

349 Unfortunately for Mexico, just as the war was ending, James Marshall  
350 discovered a little nugget of gold in California. Students study how the discovery  
351 of gold and the spread of its news throughout the world affected the multicultural  
352 aspects of California's population. Students can compare the long overland route  
353 over dangerous terrain to the faster sea route, either via Panama or around Cape  
354 Horn. Teachers can read aloud excerpts from Richard Henry Dana, Jr.'s *Two*  
355 *Years Before the Mast*. The arrivals of Asians, Latin Americans, and Europeans  
356 are included as part of this narrative. Students can also explore how the gender  
357 imbalance between women and men in California during the gold rush era  
358 allowed women who wished to participate in the gold rush to pass as men and  
359 led to a number of men to take on women's roles. To bring this period to life,  
360 students can sing the songs and read the literature of the day, including  
361 newspapers. They might dramatize a day in the goldfields and compare the life  
362 and fortunes of a gold miner with those of traders in the gold towns and  
363 merchants in San Francisco. Students might also read historical fiction, such as  
364 *By the Great Horn Spoon* by Sid Fleischman which will provide an opportunity to



incorporate the CCSS Reading Literature standards and allow students to contrast historical fiction with primary sources, secondary sources, and other informational texts. Students may learn how historical fiction makes the story of history come alive but should learn about the problems of using historical fiction as the sole sources of information about a subject or time period.

Students may also read or listen to primary sources that both illustrate gender and relationship diversity and engage students' interest in the era, like Bret Harte's short story of "The Poet of Sierra Flat" (1873) or newspaper articles about the life of the stagecoach driver Charley Parkhurst, who was born as a female but who lived as a male, and who drove stagecoach routes in northern and central California for almost 30 years. Stagecoaches were the only way many people could travel long distances, and they served as a vital communication link between isolated communities. Parkhurst was one of the most famous California drivers, having survived multiple robberies while driving (and later killing a thief when he tried to rob Parkhurst a second time). Students also learn about women who helped to build California during these years, such as Bernarda Ruiz, María Angustias de la Guerra, Louise Clapp, Sarah Royce, and Biddy Mason, as well as the participation of different ethnic groups who came to the state during this period, such as those from Asia, Latin America, and Europe, as well the eastern part of the United States.

Students consider how the Gold Rush changed California by bringing sudden wealth to the state; affecting its population, culture, and politics; and instantly transforming San Francisco from a small village in 1847 to a bustling city in 1849.

388 The social upheaval that resulted from the lure of gold and massive immigration  
389 caused numerous conflicts between and among social groups. The mining  
390 camps were one site of conflict, as miners of different ethnicities and races  
391 fought for access to wealth. American miners fared best, as California introduced  
392 a foreign miners tax on non-Americans. Students can read some of the many  
393 stories about the California mining camps and explore the causes and effects of  
394 conflict in the camps by expressing their ideas in letters to the editor of an 1850s  
395 newspaper, or creating virtual museum exhibits about life in a California mining  
396 camp.

397 Another clear example of conflict during the Gold Rush era and early  
398 statehood was the loss of property and autonomy for many of the state's earlier  
399 Mexican and Indian residents. In addition, great violence was perpetrated against  
400 many Indian groups who occupied land or resources that new settlers desired.  
401 Additional harm came by way of the Indian Indenture Act of 1850, which forced  
402 many Indians – mostly Indian youth – into servitude for landowners. The Gold  
403 Rush also caused irreparable environmental destruction through the introduction  
404 of hydraulic mining in the 1850s, which clogged and polluted rivers throughout  
405 the state, at great cost to the farmers affected downstream. Examining the  
406 development of new methods to extract, harvest, and transport gold during this  
407 period allows students to see direct interactions between natural systems and  
408 human social systems (California Environmental Principle II), See EEI Curriculum  
409 Unit Witnessing the Gold Rush 4.3.3).

**Grade Four Classroom Example: The Gold Rush (Integrated ELD,  
ELA/Literacy, and California History–Social Science)**

Mr. Duarte's fourth-grade students have engaged in a variety of experiences to learn about the California Gold Rush. As they investigated the question: **How did the discovery of Gold change California?** they read from their history text and other print materials, conducted research on the Internet and presented their findings, wrote scripts and dramatically enacted historic events for families and other students, participated in a simulation in which they assumed the roles of the diverse individuals who populated the region in the mid-1800's, and engaged in numerous whole-group and small-group discussions about the times and the significance of the Gold Rush in California's history. In particular, students were encouraged to consider the Gold Rush's impact on the state's size and diversity of population, economic growth, and regional environments.

Today, Mr. Duarte engages the students in an activity in which they explain and summarize their learning through the use of a strategy called "Content Links." He provides each student with an 8.5 x 11" piece of paper on which a term they had studied, encountered in their reading, and used in their writing over the past several weeks is printed. The words include both general academic and domain-specific terms, such as **hardship, technique, hazard, profitable, settlement, forty-niner, prospector, squatter, pay dirt, claim jumping, bedrock, and boom town**, among others. He distributes the word cards to the students and asks them to think about the word they are holding. What does it

mean? How does it relate to the impact of the Gold Rush on California's economy, population, and/or environment?

To support his English learner (EL) students, most of who are at the late Emerging and early Expanding level of English language proficiency, and other students, Mr. Duarte encourages the class to take a quick look at their notes and other textual resources for their terms in the context of unit of study. Then, Mr. Duarte asks the students to stand up, wander around the classroom, and explain their word and its relevance to the study of the Gold Rush to several classmates, one at a time. This requires the students to articulate their understandings repeatedly, which they likely refine with successive partners, and they hear explanations of several other related terms from the unit of study. In addition, Mr. Duarte anticipates that hearing the related terms will also help the students to expand their understanding about their own terms and that they will add the new terms to their explanations as they move from one partner to another.

The students are then directed to find a classmate whose word connects or links to theirs in some way. For example, the words might be synonyms or antonyms, one might be an example of the other, or both might be examples of some higher-order concept. The goal is for the students to identify some way to connect their word with a classmate's word. When all of the students find a link, they stand with their partner around the perimeter of the classroom. He then provides the students with a few moments to decide how they will articulate to the rest of the class how their terms relate. To support his EL students at the

Emerging level of English language proficiency and any other student who may need this type of support, he provides an open sentence frame (Our terms are related because \_\_\_\_). He intentionally uses the words “connect,” “link,” and “related” to provide a model of multiple ways of expressing the same idea.

Mr. Duarte invites the students to share their words, the word meanings, and the reason for the link with the whole group. David and Susanna, who hold the terms **pay dirt** and **profitable**, volunteer to start. They explain the meanings of their words in the context of the subject matter and state that they formed a link because both terms convey a positive outcome for the miners and that when a miner hits pay dirt it means he will probably have a good profit. Finally, the students discuss how these terms relate to their larger study on the impact of the Gold Rush on California.

As pairs of students share with the whole group their word meanings and the reasons for their connections, Mr. Duarte listens carefully, asks a few clarifying questions, and encourages elaborated explanations. He invites others to listen carefully and build on the comments of each pair. After all pairs have shared their explanations with the group, Mr. Duarte inquires whether any student saw another word among all the words that might be a good link for their word. Two students enthusiastically comment that they could have easily paired with two or three others in the room and they tell why. Mr. Duarte then invites the students to “break their current links” and find a new partner. Students again move around the classroom, talking about their words, and articulating connections to the

concepts represented by the other words. Mr. Duarte happily observes that through this activity students not only review terms from the unit but also deepen their understandings of the overall significance of such a dramatic and far-reaching event.

**CA HSS Standards:** 4.3 3, 4.4.2

**CA HSS Analysis Skills (K–5):** Historical Interpretation 1

**CA CCSS for ELA/Literacy:** RI.4.4, SL.4.1, L.4.6

**CA ELD Standards:** ELD.PI.4.1, 11a, 12a; ELD.PII.4.5

410

411 In discussing California statehood, students should consider the link between  
412 California’s bid to join the Union with the controversy over slavery expansion in  
413 the United States. California played an important role in the Compromise of  
414 1850, which signaled Congress’ desire to balance slave and non-slave  
415 representation in government, but also in many ways foreshadowed the  
416 impending crisis of the Civil War. Students may discuss a number of questions  
417 related to California’s statehood and the nation’s Civil War. For example,  
418 students might consider, whether gold from California helped the Union win the  
419 war, how individual Californians supported the war effort, and the role of the  
420 California Brigade in the Battle of Gettysburg. Comparisons can also be made  
421 between governments during the Spanish and Mexican periods and after  
422 California became a state. California’s state constitution and the government it  
423 created are introduced here, and discussed in further detail in the last unit at the  
424 end of the course. The 1849 California Constitution established three branches

for the state government: the executive, which includes the governor and related appointees; the legislative, which includes the state Assembly and Senate; and the judicial, which includes the state Supreme Court and lower courts.

#### **California as an Agricultural and Industrial Power**

- How did California grow after it became a state?
- Why did people choose to move to California in the last half of the nineteenth century? And why did some Californians oppose migrants?
- What role did immigrants play in California's economic growth and transportation expansion?
- Why was water important to the growth of California?

The years following 1850 brought a transportation revolution, increased diversity, and agricultural and industrial growth to California. The Pony Express, the Overland Mail Service, and the telegraph service linked California with the East. The completion of the transcontinental railroad in 1869 linked California with the rest of the nation. With the help of topographic maps and Mary Anne Fraser's *Ten Mile Day*, students can follow the Chinese workers who forged eastward from Sacramento through the towering Sierra Nevada Mountains, digging tunnels and building bridges with daring skill. They then meet the "sledge and shovel army" of Irish workers who laid the tracks westward across the Great Plains. Completion of the railroad and newly built seaports increased trade between Asia and eastern cities. They also brought thousands of new settlers to California, including the Wakamatsu Tea and Silk Colony from Japan. Students

analyze contributions of Chinese and Japanese laborers in the building of early California's mining, agricultural and industrial economy and consider the impact of various anti-Asian exclusion movements. Hostilities toward the large Chinese labor force in California grew during the 1870s leading to the Chinese Exclusion Act of 1882 and future laws to segregate Asian Americans and regulate and further restrict Asian immigration. The Gentlemen's Agreement in 1907, singling out Japanese immigrants, further limited Asian admissions to the United States. Students examine the various ways that Asian Americans resisted segregation and exclusion while struggling to build a home and identity for themselves in California. In explaining a charged and sensitive topic like exclusion, teachers should emphasize the importance of perspective and historical context. Using multiple primary sources in which students investigate questions of historical significance can both engage students and deepen their understanding of a difficult and complex issue. Historical fiction such as Laurence Yep's *Dragon Gate* might also be utilized. To help guide their investigation, students may consider: **Why did people migrate? Why did some of these migrants face opposition and prejudice?**

As the state's population continued to expand at the turn of the century, students examine the special significance of water in a state in which agricultural wealth depends on cultivating dry regions that have longer growing seasons and warmer weather than much of the rest of the nation. Students study the geography of water, the reclamation of California's marshlands west of the Sierra Nevada, and the great engineering projects that bring water to the Central Valley



471 and the semiarid south. The invention of the refrigerated railroad car opened  
472 eastern markets to California fruit and produce. Students also examine the  
473 continuing conflicts over water rights.

474 As California became home to diverse groups of people, its culture reflected a  
475 mixture of influences from Mexico; Central America; South America; eastern,  
476 southern, and western Asia; and Europe. Students can compare the many  
477 cultural and economic contributions these diverse populations have brought to  
478 California and can make the same comparisons for California today. Students  
479 can conduct research using the resources of local historical societies and  
480 libraries to trace the history of their own communities.

**Grade Four Classroom Example: Statehood and Immigration to California**

During the first half of the school year, students in Gust Zagorites' fourth grade classroom have participated in a number of shared inquiries initiated and guided by Mr. Z. The students are now ready to do more self-directed research. To initiate the project, students are asked to explore a variety of resources including timelines, primary sources, informational books, and websites about the contributions of various groups that came to California during and after the gold rush. Students are encouraged to take notes, write questions, and think about a topic that they are interested in exploring further.

Mr. Z's students are then tasked with picking a topic and asking a question of historical significance about that topic. Mr. Z helps them with this task, by providing sample questions, such as, "Why was this person or group important to

California's growth?" "How did this person contribute to the state?" and "How did this person change California?", and providing feedback on those questions students develop independently.

After students have developed their questions, Mr. Z helps his students collect two or three sources related to the topic, including at least one primary source. He directs his students to collect and document bibliographic information about the sources as well and think about the number and quality of sources.

As his students read and analyze the sources, Mr. Z asks them to develop an explanation that answers their research question, utilizing information from the multiple sources as evidence. Students then write an informational article, synthesizing the information and creating a visual representation to go along with the article. The articles include both an explanation of the person or group under study (the who, what, when, where of the topic), and an explanation of why the person or group under study is important. In other words, how did this place or person connect to the larger history of the state?

As his students complete their individual articles, Mr. Z's whole class draws from their projects to create an opening "big picture" article, a timeline for the magazine, a table of contents, and a cover of the magazine that captures the theme or themes of the individual articles.

**CA HSS Standards:** 4.3, 4.4

**CA HSS Analysis Skills (K-5):** Research, Evidence, and Point of View 2,  
Historical Interpretation 1

**CA CCSS for ELA/Literacy:** RI.4.3, RI.4.9, W.4.2, W.4.6, W.4.7, W.4.9b

**CA ELD Standards:** ELD.PI.4.7, 10a, 10b

481

482 **California In a Time of Expansion**

- 483       • How did the state government form? Who held power in the state?
- 484       • What was life like for California’s increasingly diverse population at the
- 485           end of the nineteenth and beginning of the twentieth century?

486       California’s population and industry expanded in the years after statehood,

487       bringing new challenges and opportunities to the state. In 1879 the state

488       produced a new constitution aimed at reforming some of the problems of

489       corporations that dominated the state (such as arbitrary freight rates imposed by

490       the railroads). This extremely long 1879 state constitution (which the state still

491       has today) established a number of state agencies, provided for independent

492       universities, restricted Chinese labor, eased the farmer’s tax burden, and

493       explicitly granted women property ownership rights, among many other things.

494       Despite the intended reforms, corporations – namely the Southern Pacific

495       Railroad – continued to use their power and money to influence policy makers.

496       Corruption was rampant in California politics; in response, Californians elected

497       the Progressive Hiram Johnson in 1911, and supported such reforms as the

498       initiative, referendum, and recall; bans on gambling, prostitution, and alcohol; as

499       well as the woman suffrage amendment in 1911; and railroad regulation. This era

500       in California history marks an important shift when citizens decided that they

501       have a right and responsibility to directly fix political problems.

Through their studies, students understand the importance of people in supporting and driving this extensive growth, and how the state became a magnet for migrants of all types. Teachers may want to introduce the concept of contingency (the idea that events in the past were not inevitable or preordained) to students: **Did California’s growth have to happen the way it did? What conditions fostered the state’s rapid expansion?** Students learn about the role of immigrants, including Latino and Filipino Americans, in the farm labor movement. They also should study migrants, most famously portrayed as Great Depression-era Dust Bowl Migrants in the literary and journalistic works of John Steinbeck and the photography of Dorothea Lange. In addition, students learn about the role of labor in agriculture and industry through studying teamsters and other labor unions. The work projects of the Great Depression - the Central Valley Project and the Hoover Dam – also created the infrastructure for California industry and growth once the economy began to recover.

Students learn about other important developments in the push-and-pull of California’s civil rights history in this period. During the economic collapse of the Great Depression, government officials and some private groups launched massive efforts to get rid of Mexicans and Filipinos in California, citing federal immigration law, the need to save jobs for “real Americans,” and a desire to reduce welfare costs. The resulting repatriation drives were done in violation of individual civil rights. Scholars estimate at least one million Mexican Nationals and Mexican Americans were deported from the United States to Mexico; approximately 400,000 of these were from California. Many of those who were

illegally “repatriated” returned home during World War II, joining the armed services and working in the defense industry. In 2005, the California State Legislature passed SB 670, the “Apology Act for the 1930s Mexican Repatriation Program,” issuing a public apology for the action and authorizing the creation of a public commemoration site in Los Angeles. In addition, in 1935, Congress passed the Filipino Repatriation Act which paid for transportation for Filipinos who agreed to return permanently to their home country. Students can compare these Depression-era events to the institution of the Bracero Program in 1942, which brought Mexicans back into California (and other parts of the US) to supply farm labor during WWII.

World War II was a watershed event in California. By the end of the war, California would be the nation’s fastest growing state, and the experience of war would transform the state demographically, economically, socially, and politically. California played a huge role in America’s successful war effort. The number of military bases in the state increased from 16 to 41, more than those of the next 5 states combined. The defense-related industries became critical to California’s economy, helping drive other sorts of development such as the manufacturing sector and the science-technology establishment. These jobs drew enormous numbers of migrants from other parts of the country, provided good jobs to women and African-Americans, and spurred the creation of expansive suburbs, highways, and shopping complexes. The state’s growing economy and population caused enormous stress on the environment, leading to serious issues of air and water pollution, loss of farmland, and loss of important wetlands

and bay waters through in-fill. Meanwhile, the stresses of war led to acts of prejudice and racism, including the Zoot Suit Riots of 1943 when American servicemen attacked Hispanics in Los Angeles, and the internment of Japanese-Americans during World War II.

### **California in the Postwar Era: Immigration, Technology, and Cities**

- How did California grow in the second half of the twentieth century compared to how it had grown for the previous one hundred years?
- Who came to California? And what was life like for newly arrived migrants as opposed to people who had lived in the state for many years?

Students in grade four learn about the development of present-day California with its urbanized landscape, commerce, large-scale commercial agriculture, entertainment and communications industries, the aerospace industry in Southern California, and computer technology in the Silicon Valley. Students also consider the important trade links to nations of the Pacific Basin and other parts of the world. Since the beginning of World War II, California changed from an underdeveloped, resource-producing area to an industrial giant. Students analyze how California's industrial development was strengthened after World War II by the building of an extensive freeway system, which in turn led to the demise of the inter-urban railway system, and extensive suburbs to house the growing population in proximity to urban work centers. The extension of water projects, including canals, dams, reservoirs, and power plants, supported the growing population and its expanding need for electrical power and drinking and

571 irrigation water. Students examine the impact of these engineering projects on  
572 California's wild rivers and watersheds and the long-term consequences of  
573 California's heavy overdraft on its ground water resources. To understand these  
574 large-scale shifts in historical context, students can return to broader framing  
575 questions from earlier in the year: **Why did people come to California? How**  
576 **did people shape their environments?** and **How and why did the state**  
577 **grow?**

578 A flood of new residents seeking work arrived during and after World War II,  
579 establishing an increasingly heterogeneous population and laying the  
580 groundwork for important civil rights activism in the state. For instance, in the  
581 arena of agricultural labor, students will learn how Cesar Chavez, Dolores  
582 Huerta, and the United Farm Workers, through nonviolent tactics, educated the  
583 general public about the working conditions in agriculture and led the movement  
584 to improve the lives of farmworkers. To extend students' learning and involve  
585 them in service connected to Chavez's values, students might plan a celebration  
586 for or participate in a local Cesar Chavez Day (March 31) observance or  
587 activities. Students can also study the famous court case *Mendez v. Westminster*  
588 (1947), predecessor to *Brown v. Board of Education* (1954) that banned the  
589 segregation of Mexican students; student activism at San Francisco State  
590 University and UC Berkeley in the 1960s that forced the recognition of Asian  
591 American identity and history; the occupation of Alcatraz by California Indians in  
592 1969-1971; and the emergence of the nation's first gay rights organizations in the  
593 1950s. In the 1970s, California gay rights groups fought for the right of gay men

and women to teach, and, in the 2000s, for their right to get married, culminating in the 2013 and 2015 U.S. Supreme Court decisions *Hollingsworth v. Perry* and *Obergefell v. Hodges*.

California also developed a public education system, including universities and community colleges, which became a model for the nation. Students can learn about how education has historically opened new opportunities for immigrant youths as well as native-born residents. They analyze how California's leadership in computer technology, science, the aerospace industry, agricultural research, economic development, business, and industry depends on strong education for all.

Students explore the relationship between California's economic and population growth in the twentieth century and its geographic location and environmental factors. They determine the push and pull factors for California's dramatic population increase in recent times such as the state's location in the Pacific Basin, the 1965 Immigration Act, which brought a new wave of Asian immigrants from Korea, India, Vietnam, Laos, and Cambodia, in addition to traditional Asian groups of Chinese, Japanese, and Filipino, the 1980 Refugee Act, the reputation of social and cultural freedom in the cities of San Francisco and Los Angeles, and the state's historical ability to absorb new laborers in its diversified economy. They examine California's growing trade with nations of the Pacific Basin and analyze how California's port cities, economic development, and cultural life benefit from this trade. They learn about the contributions of immigrants to California from across the country and globe, such as Dalip Singh



Saund, an Indian Sikh immigrant from the Punjab region of South Asia who in 1957 became the first Asian American to serve in the United States Congress, Civil Rights activists Cesar Chavez and Dolores Huerta, Tech titans Sergey Brin (Google), and Jerry Yang (Yahoo), and Harvey Milk, a New Yorker who was elected to the San Francisco Board of Supervisors in 1977 as California's first openly gay public official. Students learn of California's continued and growing popularity for immigrants, outpacing even New York, as it incorporates growing numbers of immigrants from Asia, Mexico, Central America, the Caribbean, and every other region of the world. As the above examples of success indicate, some of these immigrants have found opportunity in their new home, but immigrants have also faced intense opposition. In 1986, almost three quarters of California voters approved Proposition 63, which established English as the state's "official language." In 1994, California voters passed Proposition 187 to deny all social services to undocumented residents. Neither proposition went into effect, but the sentiment behind them created, at times, an unwelcome environment for immigrants to California.

This unit will conclude with an examination of some of the unresolved problems facing California today and the efforts of concerned citizens who are seeking to address these issues.

#### **Local, State, and Federal Governments**

- How is the state government organized?
- What does the local government do?

- What power does the State of California have?
- How do ordinary Californians know about their rights and responsibilities in the state and their community?

Throughout the fourth grade social studies course there are opportunities to introduce and weave in civic learning so that this last unit serves as a culmination rather than simply a stand-alone “civics unit”. For example, as students study the major nations of California Indians, they can learn about tribal and village rules and laws, analyzing the purpose of a particular rule through the lens of culture, religion, to maintain order, or safety. As students study the Gold Rush era, they could do a simulation of a mining camp where the miners need some structure to govern their everyday lives. Students could think about ways to solve arguments between miners and set up a camp government with a camp council to make rules and laws, a sheriff to enforce them, and a judge to determine if a rule or law has been broken, as examples of legislative, executive, and judicial branches.

With that as a foundation, students finish their studies in the fourth grade with a review of the structures, functions, and powers of different levels of government. In the fifth grade, they will study the origins of the U.S. Constitution in depth, but they leave the fourth grade with a clear understanding of what the Constitution is and how it defines the shared powers of federal, state, and local governments. They also gain an understanding of how the California Constitution works, including its relationship to the U.S. Constitution, and the similarities and differences between state, federal, and local governments, including the roles and responsibilities of each. Students describe the different kinds of governments

663 in California, including the state government structures in Sacramento, but also  
664 the governments of local cities and towns, Indian rancherias and reservations,  
665 counties, and school districts.

666 Students' understanding of state and local government can be enhanced by  
667 visiting local courts, city halls, and the State Capitol. This knowledge is an  
668 important foundation for the development of the concepts of civic participation  
669 and public service that are explored further at later grade levels. To engage  
670 children with their local government representatives, students can conclude their  
671 study of California with an in-depth examination of one or more current issues  
672 that illustrate the role of state or local government in the daily lives of Californians  
673 and in particular, members of their own community.

<b>Grade Four Classroom Example: Local, State, and Federal Governments</b>
<p>Ms. Landeros' fourth grade class is concluding its study of California history by investigating the local, state, and federal government. To engage her students in a difficult topic, Ms. Landeros asks her class to consider the following question: <b>Who decides what you learn in school?</b></p> <p>The goal of this activity is to provide students with access to primary source documents; to grapple with different pieces of informational text; and to learn that the state, not the federal government, oversees education. Students begin addressing this question by stating their opinions in small groups.</p> <p>Representatives from each group are asked to first write down and then share their answers with the rest of the class. Ms. Landeros writes down their</p>

responses, asks them to highlight any patterns or trends they see and posts the list on the wall.

Next, Ms. Landeros distributes an excerpt (Article 9, Section 1) from the California Constitution and asks them in groups to highlight any words and phrases that offer clues to answer the question (Section 1 highlights the important role of the state legislature in providing for education). Ms. Landeros uses a large chart with three headings: local government (school district, town, city), state (California) government, and federal government (United States). The students are asked to discuss with a partner if there is any information that would help them answer the investigative question. She then charts the students' answers and evidence from the text under the heading of state government.

The students then read a short excerpt from their local school district board rules, a teacher contract, or other local guiding document and again highlight any text that details any power the board might have over what is taught. Next, the students are prompted to discuss what they found and the information is added to the local section of the chart.

Finally, Ms. Landeros distributes or projects an excerpt from Section 8 of the US Constitution that reads "Section. 8. The Congress shall have Power To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States," and Amendment 10 of the US Constitution.

Ms. Landeros asks her students once again to find places that could answer

the question: “Who decides who you learn in school?” (Ms. Landeros is prepared to point out that the federal constitution does not specifically address education, if her students don’t recognize this, and to guide their discovery of the fact that education is a state and local power, not federal, which also illustrates the concept of federalism. Before the end of class, students are asked to revisit their answer to the question, “Who decides what you learn in school?” and provide evidence from their reading and chart that the class has constructed.

The following day, students turn their attention to the state government and consider how it works by focusing on a current bill under consideration at the state legislature. Ms. Landeros supports this investigation by providing students with a variety of sources, as appropriate and relevant, such as copies of bills currently pending in the state legislature, and any newspaper articles, summaries, or opinion pieces about the bill. Ms. Landeros also invites representatives from local legislative office to her class. As students interact with the written material and visitors to their class, Ms. Landeros continues to pose questions and provide visuals that help students reflect on how the state works including the roles of state officials and representatives and how a bill becomes a law. She also provides differentiated literacy support for students so that all children can access the content and inform their thinking.

Ms. Landeros’ students conclude their study of government in two ways:

1. Working in groups or individually, students write an essay, taking a position on a particular bill or issue under consideration by explaining the issue to

the class, detailing their position, and giving at least one reason for their position. Significant structure and support are provided for some students to complete this, such as sentence starters, graphic organizers for paragraph development, and suggested vocabulary.

2. The students have a reflective conversation. What did they learn about how the state government works? What questions do they have?

**CA HSS Standards:** 4.5

**CA HSS Analysis Skills (K-5):** Research, Evidence, and Point of View 2

**CA CCSS for ELA/Literacy:** RI.4.1, RI.4.9, RF.4.4, W.4.1, W.4.4, W.4.7, W.4.9b, SL.4.1, SL.4.2

**CA ELD Standards:** ELD.PI.4.1, 2, 6, 10a, 10b, 11; ELD.PII.4.1, 4.2a, 4.2b